

COMMUNICATION IN ENGLISH

Unit 3

The city of gold



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The Sached Trust would like to acknowledge and thank all those whose publications have been used in the development of this course. They are acknowledged next to each extract used.

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Skim reading to compare texts

When you skim read, you read quickly to get a general idea. Don't stop at difficult words. Read the first and last sentences of paragraphs to help you find the main points.

It seemed a long, long journey. The train rattled rhythmically on the narrow sleepers: 'Xhegwazana phek'ipapa, xhegwazana phek'ipapa, xhegwazana phek'ipapa,' just as we used to repeat after it when we were children. 'Old woman, cook the porridge, old woman, cook the porridge'. Only it is not possible to reproduce the rhythm in English! We reached Jo'burg at last, that polyglot metropolis of Southern Africa. I had to change to a train bound still further North: 'All Africa lay North,' I thought.

ACTIVITY 1

The Internet is a world-wide computer network connecting millions of users, from governments, companies and universities to individuals accessing it on home computers. The Internet began in 1984 and by 1994 was estimated to have over 40 million users - on 11 000 networks in 70 countries, with about one million new users joining each month.

1. Skim read the three passages which follow. Text A is from the Internet, and is typical of how a 'page' from the Internet might look on a computer screen.
2. Then compare the passages by answering questions a. - c. below. Think about ways in which the passages are similar and ways in which they are different.
Which text:
 - a. describes the writer's feelings
 - b. has the most facts and figures
 - c. concentrates on telling a story and uses Johannesburg as a setting?
3. Now compare Texts A and C, by answering the following questions. Try to use language which shows comparison, for example:

Text A is / has less ... than

Text B is / has more ... than

Which text:

- a. describes more about buildings and vegetation
- b. explains how country people feel in Johannesburg
- c. describes Johannesburg's economy
- d. expresses the writer's fears
- e. is more useful if you want to draw a map or a diagram?


TEXT A

Netscape: The Best of Gauteng

Back Forward Home Reload Images Open Print Find Stop


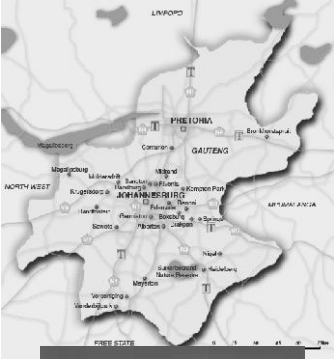
Location: <http://www.southafrica.net/tourism/bestofg.html>

Live Home Page Net Search Apple Computer Apple Support Apple Software



Gauteng

Gauteng or 'place of gold' in Sotho, is by far the smallest province in South Africa. It is however the economic heart of South Africa and the most densely populated province with a rich history.



Facts about Gauteng

Although Gauteng only covers an area of about 19 000 sq km, it accounts for more than 50% of South Africa's gross domestic product. Gauteng has an interesting history. However, for most tourists a stay of a couple of days is enough time in this fast growing region.

Johannesburg lies at the centre of this sprawling hive of activity reaching out to almost touch the city of Pretoria to the north. The Witwatersrand or the 'Rand' as it is known, literally means 'ridge of whiter waters'. This ridge runs from Randfontein through Johannesburg and east beyond Brakpan and Springs. The 'Rand' is now used to describe most of the middle of Gauteng. The ridge is not very impressive above ground but its underground geology makes it very famous. It was on this ridge that the Australian prospector, George Harrison, discovered a surface outcrop of the world's richest gold reef which is the reason for Johannesburg's existence. The reef tilts underground and at Carltonville, the Western Deep Levels mine extracts ore from a depth of 3,5 km below the surface. To the south of Witwatersrand lies the Vaal Triangle which is another heavily developed area.

Pretoria, the only other major town in this province, is just 56 kms away from Johannesburg although it could be a world away as it has the feel of a country town. It is the administrative capital of South Africa. It is home to embassies, military and civilian bureaucracies, military bases and educational institutions. It is quite an attractive city with lots of old buildings and monuments and during October and November it is dominated by thousands of flowering jacarandas.

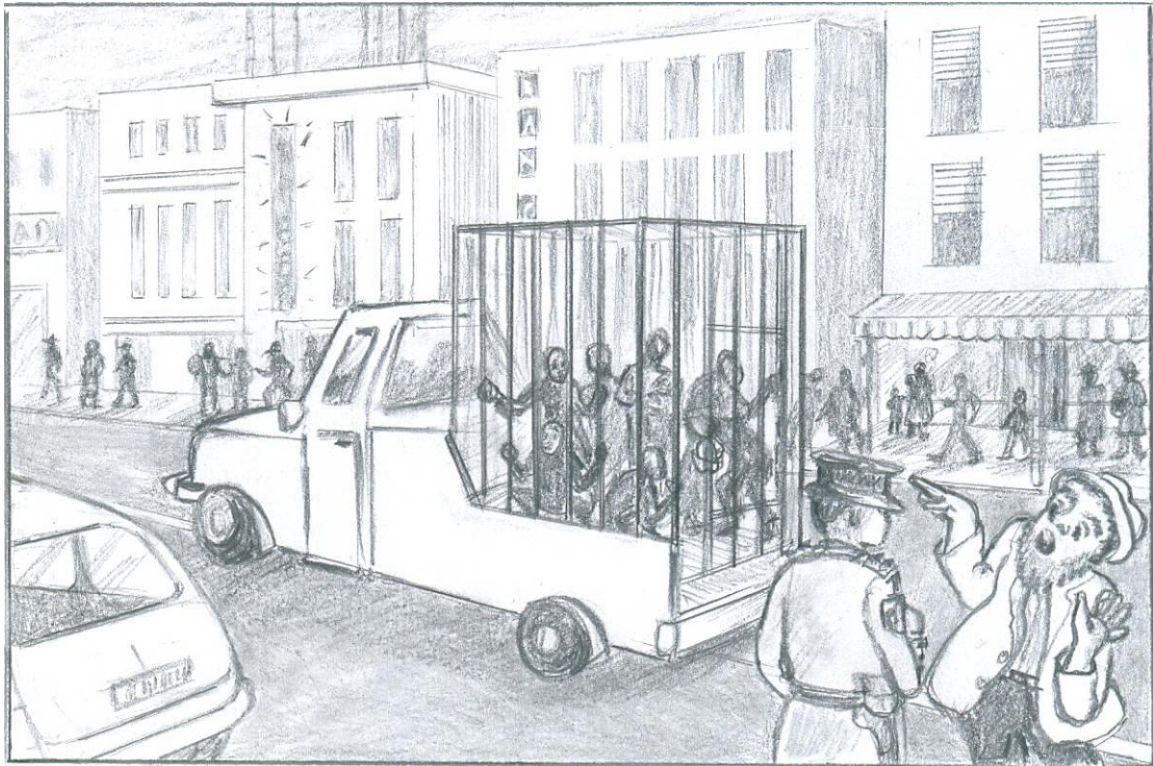
[Welcome](#) | [Home](#) | [Guestbook](#)

[Business & Economy](#) | [Government](#) | [Tourism](#) | [Arts & Culture](#) | [Reference](#)

[Calendar](#) | [What's New](#) | [S.A. Servers](#) | [News](#) | [Olympics](#) | [Site Search](#)

http://www.southafrica.net/search.html

TEXT B



Monare spent two hours on his passage of the Main Street of the City of Gold; he stopped for long minutes to watch the trams and trolley-buses and the motor-buses. The contents of the windows of the shops amazed him beyond the power of words. Even could I write, he mused how could I tell Ma-Li about the wonders that he has his day seen.

One sight there was which turned the taste of all his pleasure sour in his mouth - as he stood at the corner of Commissioner Street a lorry passed by slowly, carrying on its open platform at the back an iron cage filled with Africans.

Monare turned to an African policeman who stood on the corner, and asked 'Is there a war? And are these prisoners being taken across the Great Sea to prosper themselves before the Great White King?'

The policeman spat and laughed scornfully.

'You're just from the home land? They're prisoners all right serving their sentences in one of the farm gaols. Some farm men on the other side of the city desire their service, and is willing to pay the government good money in exchange. And so they are being taken from the prison to the farm.'

'E! But home-boys have told me that the wild animals are kept in just such a cage in the Johannesburg Zoo.'

The policeman smiled sadly.

'Once you're in jail there's no difference.'

TEXT C

It seemed a long, long journey. The train rattled rhythmically on the narrow sleepers: 'Xhegwazana ph i apa, xhegwazana ph e i papa, xhegwazana ph ke a pa' just as ek' p we used to repeat after it when we were children 'Old woman cook the porridge, old woman, cook the porridge'. Only it is not possible to reproduce the rhythm in English! We reached Johannesburg at last, the polyglot metropolis of Southern Africa. I had to change to a train bound still further North 'All Africa lay North,' I thought.



Johannesburg is an uncomfortable place for someone from a quiet country Reserve. The Rand area seems charged with a vitality at once stimulating, inspiring, frightening. It is like an electric field of currents, bristling with energy, violence, zest for life and progress, which seems to pickle with possibilities of sudden death. Life is precious, hard-pressed, people cling to it as people do anywhere, but there it is cheap, put out like a light as we had heard at home. It is the anonymity that frightens you, indifference between black and black, white and white, and white and black; and the violence behind it all seems to vibrate in the very air you breathe when you arrive there from the quiet 'Colony', the Cape.

Johannesburg people say country bumpkins can be detected a mile off. They look terrified and so simple, just as if they were to be robbed! And robbed we often are of course, and go back to the Reserves to fill other bucolics with the terrors of the hostility. Although I have lived for years in London, when I am at home in South Africa I react like any person of the quiet Eastern Cape. I felt all these terrors and was relieved to change trains and pull out.

polyglot metropolis:
a large city in which several different languages are used

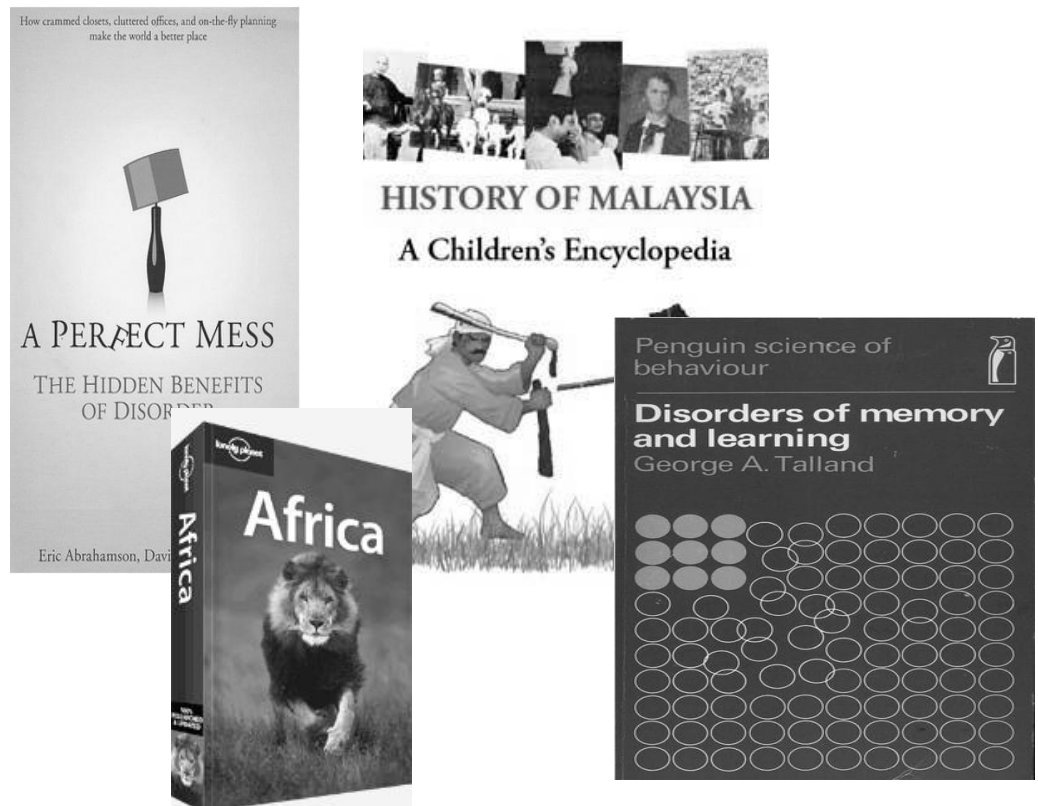
bucolic:
relating to the countryside

FROM: DRAWN IN COLOUR. JABAVU, N.

Text A is factual, while Text C is more emotional and expressive. It allows the writer's feelings to come through more clearly. This unit focuses on ways of communicating factual information through informative texts.

Informative texts

Text A is written for a particular purpose: to give information to the reader. Informative texts are written for school textbooks; for guide books which introduce places to travellers; for encyclopedias; for magazines like the National Geographic which are written for people who enjoy reading about the world and its people; and for the Internet to provide people with information they need.



You can expect to find some of the following common features in informative texts:

- | texts are written in the present tense
- | information is presented through figures, for example, quantities, population figures, dates, etc.
- | descriptive words are used to help the reader to picture the place
- | texts often include pictures, diagrams and photographs with captions
- | writers often start with general statements which they support with specific facts and examples
- | writers use an objective tone and style (they don't use emotional words or express opinions)
- | writers often use comparisons.

Did you notice any of these features in Text A? Look at the text again to check. Use a pencil to annotate, or mark, any features you recognise. This will help you in your next activity where you are going to list some of these features in a table.

ACTIVITY 2

In the table below three features of informative texts are given. An example of each feature is provided from Text A.

Copy the table into your notebook and provide two more examples from Text A of each feature.

Feature	Example
Present tense	Johannesburg 'lies at the centre'
Figures	'50%'
Descriptive words or adjectives	'interesting'

ANSWERS ON PAGE 142

Summarising information from a text

A summary gives only the main points, not the details. Summarising is a useful skill. You will need to summarise if you:

- | want to report the main facts of an issue or event
- | need to select certain facts to support an argument
- | want to remember the main facts for study purposes.

In this unit you'll practise different ways of summarising. Making a table of information is just one of the ways of summarising.

ACTIVITY 3

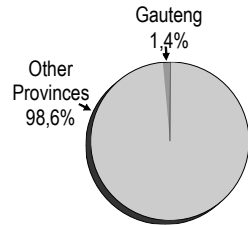
1. Copy the table below into your notebook.

Table of information	
GAUTENG	
total population	
average life expectancy	
adult literacy rate	
per capita income (1993)	

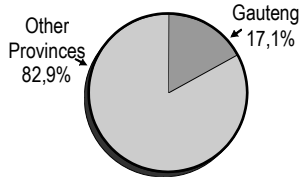
2. Scan the following extract and summarise the factual information it contains in the table. Remember, when you scan you read fast, looking only for the specific information you need.

ANSWERS ON PAGE 142

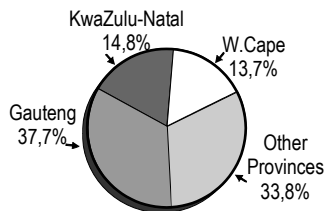
Gauteng: Economic Powerhouse of South Africa



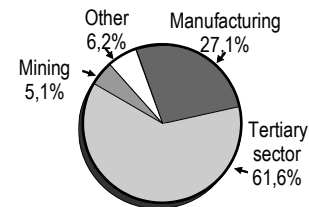
Total area of SA



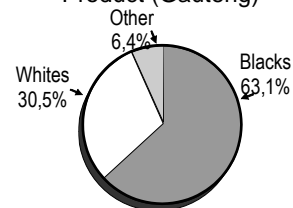
Total population of SA



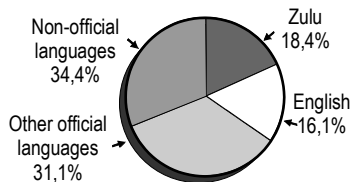
Gross Domestic Product (SA)



Gross Geographic Product (Gauteng)



Total population of Gauteng



Languages spoken in Gauteng

Gauteng covers only 1,4% of the total area of South Africa, but is home to 17.1 % of the country's inhabitants. As such, it is by far South Africa's most densely-populated province, with 374,7 persons per square kilometre compared to the national average of 33,8.

This is according to the Central Statistical Service's latest provincial report, Provincial Statistics 1995, (report number 00-90-07), which also notes that Gauteng has the highest per capita income of all the provinces.

Of the province's 7 048 300 inhabitants, blacks form a majority (63,1 % or 4 444 500) compared to whites, who constitute 30,5% or 2 153 100 of Gauteng's inhabitants.

Gauteng is a highly urbanised area, with only 4% of inhabitants living in non-urban areas (those without any form of established local authority).

One fifth (20,5%) of Gauteng's inhabitants speak Afrikaans as their home language, as against 18,4% who speak Zulu and 16,1% who speak English. The cosmopolitan character of the province is illustrated by the fact it is home to 34,4% of South African inhabitants who do not have an official language as their home language.

After the Western Cape, the inhabitants of Gauteng have the highest life expectancy of all provinces - 66 years compared to the national average of 62,8 years. The adult literacy rate in the province, which refers to those who are 15 years and older can read, write and speak their home language, is 92,9%, as against 82,2% for the country as a whole.

Gauteng has a per capita income of R19 261 in 1993 - the highest of all the provinces - compared to the national average of R8 704.

While the mining industry contributes only 5,1% to the gross geographic product (GGP) in the province, Gauteng has 159 mines (44 gold mines) which employ more than 190000 people. The tertiary sector (including trade, finance, insurance, real estate and business services) is the main contributor to Gauteng's GGP (61,6%), followed by manufacturing (27,1%). Gauteng contributes 37,7% of South Africa's gross domestic product (GDP), followed by KwaZulu-Natal (14,8%) and the Western Cape (13,7%). During the period under review, the inflation rate for the province was 8,6%, marginally lower than the national average of 8,7%.

Note: The full statistical report on Gauteng is available from the publications subdivision of Central Statistics, 274 Schoeman Street, Steyn's Arcade, Pretoria, 0001, at R20,00 per copy.

cosmopolitan:
full of people
from many
different
countries and
cultures

per capita:
the amount
that applies to
each person in
the area

inflation:
rise in the
general level
of prices

Writing a brief, factual description

You will end this lesson by writing a short description of the place where you live! The reason for this activity is that you will be asked in the course of your studies to make summaries and to limit the amount of writing you do to a specific number of words.

Writing a lot of information within a limited number of words is a skill which comes with practice.



I live on the outskirts of Durban, across the road from the dunes and the blue sea.



I live in a tiny flat in Hillbrow, J'burg.

ACTIVITY 4

1. Think about the place where you live. The buildings, people, unique features, activities and where it is in relation to other places. Brainstorm your ideas and then organise them into a table similar to the table in Activity 3.

2. Then describe the place where you live in 100 words for someone who has never been there.

When you write:

- | try to create a clear, factual picture;
- | include some of the language features that you have learnt about in the lesson. They will help you to write in a factual way. For instance, don't just write 'My home is beautiful ...' Rather say 'My home is surrounded by the tall Magaliesberg mountains ...' or 'My home is fifty metres from the willow trees on the banks of the Buffalo River near King William's Town ...'

3. After you have written a first draft, edit your work:
 - | cross out repetitions
 - | replace words with better ones where necessary
 - | check that your writing makes sense
 - | check for spelling, correct use of tense, etc.
 - | check that it is the right length.

4. When you have written your final draft, give it to your tutor for assessment.

Refer to Unit 1 to help you to revise your writing.



CHECKLIST

Are you able to:

- r use language to make comparisons
- r identity the features of informative writing
- r scan texts to select specific information
- r summarise information, using a table
- r write a factual description within a limited number of words.

Checking a text for language features

journal:
a magazine
published
regularly for
people in a
particular job or
with specific
interests

The text in Activity 1 comes from an education journal called Junior Education. The journal's main purpose is to inform people who are interested in teaching children. They can use the information to increase their own knowledge or they can use it for activities for their learners.

ACTIVITY 1

Read the passage and answer the questions which follow.

CITY SITES



Cities have developed in particular places for good reasons. Originally, they developed in good farming areas, for example, where there was fertile soil and a plentiful supply of water. However, as people began to travel, many cities were founded at the intersections of major transport routes— from rivers and sea routes to roads, railways and canals. Istanbul, now Turkey's largest city, was founded by the Greeks around 660 BC on the Bosphorus, the vital sea link between the Black and the Aegan Seas. It is the only city to have been founded on two continents, Europe and Asia. The Greeks called the city Byzantium and it was also known as Constantinople before it took on its present name. Other cities were founded on defensive sites, such as the Phoenician city of Sidon on Lebanon which is situated on a natural promontory facing an island. In other cases, there were important raw materials, resources or industries in the vicinity. As they grew, some cities became important religious or educational centres, like Rome's Vatican City or Oxford and Cambridge. Those cities which were chosen as capital cities of countries or provinces have become important for commerce, finance and tourism as well as administrative and educational centres. Industry quickly followed, attracted by the markets and the large potential workforce. Today, about two-fifths of the world's population lives in and around cities. But even though all cities have some common features, such as commercial centres or residential areas, each has its own distinctive character and colour.

1. Did you see that the tense in which the passage is written starts and ends in the present tense, as many informational texts do? But the main body of the text is in the past tense. Can you think of a reason for this? Write your answer in your notebook.
2. Look back to the section on features of informative texts in Lesson 1. How many of the features listed below can you find in this passage? Underline them in pencil.
 - | figures and dates
 - | descriptive words.

ANSWERS ON PAGE 143

General statements and specific examples

The text in Activity 1 provides examples of how a writer starts with general statements and supports these with examples and facts. Look at the second sentence. It starts with:

‘Originally, they (cities) developed in good farming areas ... ’.

This is a general statement about many cities. It's followed by examples of what makes good farming land, i.e. it has fertile soil and a plentiful supply of water.

ACTIVITY 2

1. Underline three more examples of general statements supported by particular information.
2. Quote the general statements in your notebook.
3. Say what kinds of examples follow. Don't list each example, try to classify the examples into groups, e.g. examples of transport used.

ANSWERS ON PAGE 143

COMMENT

Now that you have identified the general statements, you should find it much easier to do the summary in the next activity. The general statements will form the basis of your summary.

ACTIVITY 3

Read the text *City Sites* again and summarise it in approximately 100 words. Before you begin, read the checklist below. It will help you to write your summary.

Checklist for writing a summary:

- | skim read the passage
- | read it carefully
- | with a pencil, underline what you think is the most important information
- | put crosses next to any extra information, such as examples
- | write a rough draft of your summary and check that it is the right length
- | keep your sentences short

ANSWERS ON PAGE 143

Pictures and diagrams

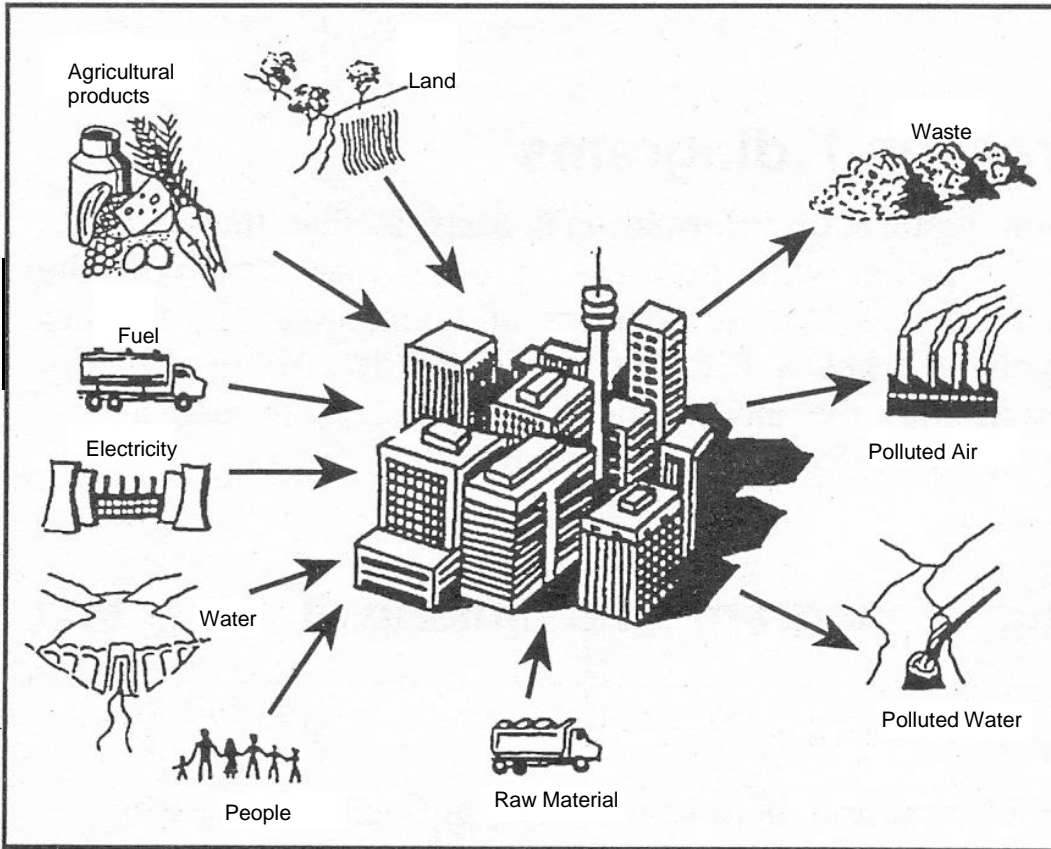
A common feature of informative texts is that they are often used together with pictures or diagrams. In the next activity you can read a text describing the way big cities affect the natural environment. It is supported by a diagram which also acts as a summary of the information in the text.

ACTIVITY 4

Read the information on the next page and then answer the questions. Write your answers in your notebook.

1. What do the pictures to the left of the city represent?
2. What do the pictures to the right of the city represent?
3. What do the arrows tell the reader?
4. Link the information in the text with what you see in the picture.
5. The caption is quite long. It's also a form of a summary. Shorten it so that it's only a few words.

ANSWERS ON PAGE 144



ecosystem:
the complex
relationship
between the
environment
and the plants and
animals that live
there

megalopolis:
very large city

particulate:
small particles of
solids found in
polluted air

The modern city is a model of unsustainability dependent on vast imports of energy, food, raw materials and other natural resources drawn from the farthest corners of the globe in order to meet the consumption of the urban population. This in turn leads to an endless stream of solid waste and polluted air and water which flows from the city into the surrounding environment.

The City and Environment

Cities serve various economic, social, cultural and political roles. However, these alone do not account for the sum of interactions within the city. Patterns of poverty, spatial and economic segregation and discrimination based on class are acutely manifest in cities.

The city viewed as an ecosystem sucks in vast flows of resources from the surrounding countryside – raw materials, agricultural products and people. With the development of trade the flow of resources into the city has moved from a regional to a national and now global scale. As it sprawls into a bigger and bigger megalopolis the city chews up vast expanses of land, often prime agricultural land. Like a giant furnace it runs on fossil fuels, whether it is the petrol in cars and buses, or the coal that is burnt, often far away, to provide it with electricity. It creates its own climate; it becomes a heat island (storing heat during the day and releasing it at night) surrounded by polluted air which reaches deadly levels of toxicity in some cases. The paving covering almost all the surfaces in the city creates a watershed which pours a fast and furious stream of dirty water into surrounding watercourses whenever it rains.

The increased runoff leads to quicker, heavier and more frequent flooding, increased peak flows and a reduction in water supply to the land compared to surrounding rural areas. Furthermore, the urban landscape increases the roughness of the earth's surface. The urban environment has higher levels of particulate and gaseous pollutants than in the surrounding rural areas.

Comparing information in tables and graphs

In the next activity you will find information on the world's biggest cities and how fast they are changing. The information is in the form of a table and a bar graph.

Figure 1 is a table:

- | it names the world's largest cities in 1960
- | the cities are ranked (listed in order) from the biggest to the smallest
- | the table also ranks which cities people believe will be the biggest in the year 2015, so that you can compare the information.

FIGURE 1

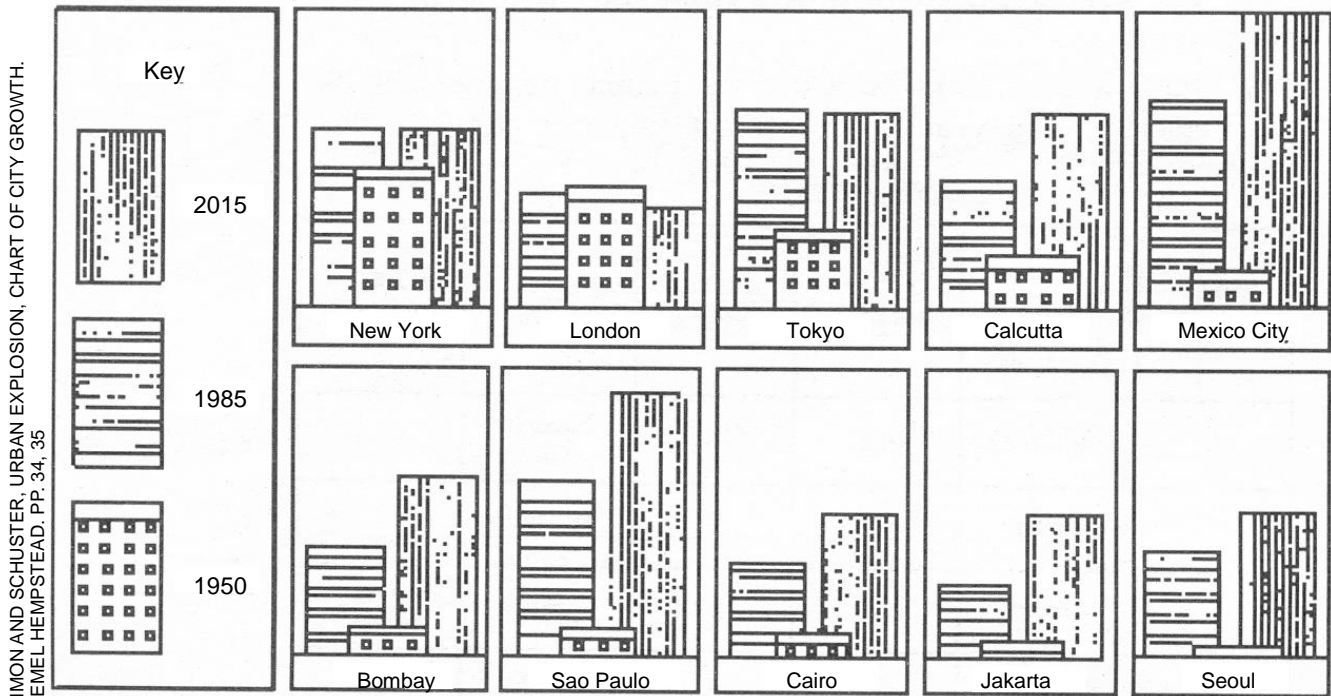
Rank in 1960	City	Pop. in 1960 (millions)	Rank in 2015	City	Pop. in 2015 (millions)
1	New York	14,2	1	Mexico City	24,4
2	London	10,7	2	São Paulo	23,6
3	Tokyo	10,7	3	Tokyo	21,3
4	Shanghai	10,7	4	New York	16,1
5	Rhein-Ruhr	8,7	5	Calcutta	15,9
6	Beijing	7,3	6	Bombay	15,4
7	Paris	7,2	7	Shanghai	14,7
8	Buenos Aires	6,9	8	Tehran	13,7
9	Los Angeles	6,6	9	Jakarta	13,2
10	Moscow	6,3	10	Buenos Aires	13,1

Table showing world's largest cities in 1960

Figure 2 is a bar graph:

- | in this example the bars are made to look like different kinds of buildings, because cities are made up of buildings
- | the key shows us how each style of building represents a different time in the history of the cities
- | it is also possible to make comparisons from this graph, because it gives information about 1950, 1985 and projections for the year 2015. Projections are estimates or informed guesswork about the future.

FIGURE 2



Bar graph showing the growth of large cities over time

ACTIVITY 5

1. Compare the information the table and bar chart give about Mexico City, São Paulo, Tokyo and New York in the year 2015. Do both figures give the same information? What do the figures tell you about these cities?
2. Which cities will remain in the top six in the year 2015?
3. Which city will change the least in size? Which figure gives you this information?
4. Is it possible to add Cairo to Figure 1, using only the information in Figure 2? Give a reason for your answer.

ANSWERS ON PAGE 144

COMMENT

Bar graphs and tables are useful ways of summarising facts and figures and comparing information. However the two figures you have just studied don't tell you why some cities are growing so fast, or what it's like to live in a city. This sort of summary can be written in the form of a list.

Making a summary in the form of a list

In the final activity in this lesson you can read some of the reasons why people move from the countryside to the cities, and what conditions are like for many city dwellers world-wide. You will use this information to summarise why people move to cities.

ACTIVITY 6

Read the passage and make a list of the reasons why people move to the city in your notebook.

ANSWERS ON PAGE 145

Urban Explosion

The world population is increasing dramatically. In 1800 it was one billion people, 100 years later it was 1,5 billion but only 50 years after that in 1950 it was 2.5 billion. It has more than doubled since then and today stands at over 5 billion. Population is growing fastest in the developing world, especially in Africa and Asia.

Cities in the poorer countries are becoming larger as populations grow and as people leave the countryside to look for work and shelter elsewhere. People migrate to cities because they are attracted by the hope of an easier life or because there is no food or work in the countryside. Sometimes the political situation forces them to move.

In 1950, only one African city, Cairo, had a population of over 1 million. It is estimated that by 2015, there will be 60 cities in Africa with over two million people. World-wide, over half the planet's population will live in cities by the

of this century.

Cities cannot cope with all these people. They cannot provide the jobs, shelter, heating, food and water needed – many people are homeless, others live on the streets or in terrible conditions in shanty towns. In Ankara, Turkey, shanty-town dwellers or squatters make up 50 percent of the city's population.

Poverty is also the enemy of the environment. In their struggle for their next meal, poor people are unable to think about taking care of their surroundings, protecting animals or cleaning up rivers.

Living in a shanty town

Shanty towns usually grow up on the outskirts of cities. The shelters are often made from old packing cases, plastic sheeting, wood and even cardboard. There are rarely any basic services such as clean water, lavatories, food or fuel and these poor conditions can lead to pollution of the environment, diseases and crime.

SIMON AND SCHUSTER, URBAN EXPLOSION, CHART OF CITY GROWTH.
HEMEL HEMPSTEAD, PP. 34, 35

CHECKLIST

Are you able to:

- r distinguish between general and specific information
- r explain how illustrations, graphs, tables and diagrams communicate information
- r summarise texts in different ways, for example, by writing a paragraph containing the main points, by using a diagram, graph or table, or by writing a list of main points.

The structure of an informative text

The magazine article you will read was written to alert people to the dangers of paraffin and to suggest ways in which people can prevent paraffin-related accidents. You will use it to see how a typical informative text is structured or organised.

Economical - but at what price?

Paraffin, one of the cheapest fuels, Paraffin, one of

is helping to fuel children

is killing our children

BINTU PETSANA examines the dangers it poses.



- 1 One of the poisons to which thousands of black children are exposed every day of their lives is also one of the most basic and essential sources of energy – paraffin.
- 2 The liquid fuel, a primary source of heat for many families in the rural as well as urban communities, accounts for 82 per cent of all cases of childhood deaths due to poisoning, according to the Medical Research Council.
- 3 Last year there were 6 000 reported cases in Limpopo alone, costing the taxpayer more than R2 million. In 2010 paraffin poisoning accounted for one third of all poisoning cases at the Red Cross Children's Hospital. Most of these children more than 80 percent were under three years of age .
- 4 Because of its relatively low cost, most people – even those who have a choice – use paraffin over other fuels like electricity. It is the cheapest and most environmentally friendly source of fuel.
- 5 Paraffin is often sold in cooldrink bottles, and many children have been poisoned drinking what they thought was water or cooldrink. More children are poisoned in the summer, especially during drought. Particularly in rural homes, where storage areas like cupboards are few, paraffin is more readily accessible to children.
- 6 Many people blame the oil industry, as the makers and distributors of paraffin, for not doing enough to put an end to the problems. But others believe the broader society, especially parents and retailers, have to play a much bigger role. This was highlighted at a recent meeting of people allied to a food company in Johannesburg.
- 7 Addressing the business people attending the meeting Brenda Robson, managing director for the Institute of Non-Formal Education of South Africa, said adult education on the dangers of paraffin is crucial because many people do not realise paraffin is poisonous and, as a result, do not keep it away from children; some go so far as to administer it to their children for coughs and other ailments.
- 8 'Children learn to recognise things very quickly, like a cooldrink bottle as being synonymous with a drink, hence incidents of poisoning,' Robson points out. 'It is important to close the bottle and put any container used to fill appliances in a safe place,' she says.
- 9 It can help to have some sort of marking on the paraffin bottle such as a red cross, although most children under the age of three do not understand markings.

- 10 'Retailers, especially shopkeepers, can play an important role in putting an end to paraffin poisoning,' Robson says.
- 11 'They can distribute posters and pamphlets and spread the word about the dangers of paraffin. The village shop should serve as a gossip forum for this purpose,' says Robson.
- 12 Shell's district sales manager, Fabian Cohen, admits that paraffin poisoning is a problem his industry should deal with. He acknowledges that there is nothing now on the market that makes paraffin containers childproof, leaving parents and the community responsible for protection of children from paraffin.
- 13 Shell has been part of the broad initiative to create awareness of the issue among the general public.
- 14 Numerous projects have been started under the auspices of the campaign, although they are still at the testing stage. One of them is the manufacture of a child-proof bottle that seems to be working where it has been tested. The bottle has a tamper-proof lid and safety instructions.
- 15 Preliminary results from a Medical University of South Africa (Medunsa) study show child poisoning cases dropped by 51 per cent in areas where the containers were used for a year. This is as opposed to an increase in those areas where it was not introduced.
- 16 The bottle is being sold through paraffin retailers, but despite its effectiveness, 'It is meeting up with resistance from both retailers and consumers,' Cohen says.
- 17 This is because retailers, wanting to maintain their profits, increased the price of paraffin, making it too expensive for many consumers.
- 18 Pilot projects have also been launched in Natal and in Zola, Johannesburg, involving Shell workers, health workers, traders and the community at large. Education has been recognised as being most effective and this takes the form of workshops, leaflets and videos in community centres, in clinics and schools.
- 19 Hand puppets— Lucy and Fusi— have been used extensively throughout the country. Educational cartoons dealing with safety and prevention of poisoning are also being included in resource packages sent out by organisations involved in literacy teaching.
- 20 Paraffin poisoning was discussed at a higher level at a conference on Child Safety held in Cape Town earlier this year.
- 21 The conference recommended that the oil industry work to ensure that the public has access to more affordable but safe containers. One of the things that came out of the gathering was that more lobbying would have to be done at community, corporate and state level.
- 22 Paraffin is highly toxic and inhalation of less than one millilitre can kill. Even a mere spill over the child's clothing produces enough fumes to warrant a hospital visit. Because children between ages one and three have an undeveloped sense of smell and taste, they might take several gulps of paraffin before their mouths burn.
- 23 JB Ellis, a physician at Medunsa, says treatment is often successful, but only if the patient reaches a hospital in time.
- 24 Unfortunately, most poison cases occur in informal settlements and rural areas where there is little or no access to hospitals, clinics, telephones or even transport. These factors also make it hard to track paraffin deaths.
- 25 Paraffin forms a film over the lungs and can cause respiratory problems. Ellis says, a child gasping for breath will suck the fumes into the lungs, causing paraffin pneumonia.
- 26 He says there is not much that can be done in the form of first aid in such a situation except to get the child to a hospital immediately.
- 27 The most important thing is not to try and induce the child to vomit, as this enhances the fumes. Despite what most people believe, the child should not be given anything, including milk, as this might make the child vomit, he says.
- 28 Ellis says a number of solutions are being looked into, including making electricity accessible to more people, requiring that paraffin be sold in child-proof bottles, and adding colour to paraffin so it does not look like water.

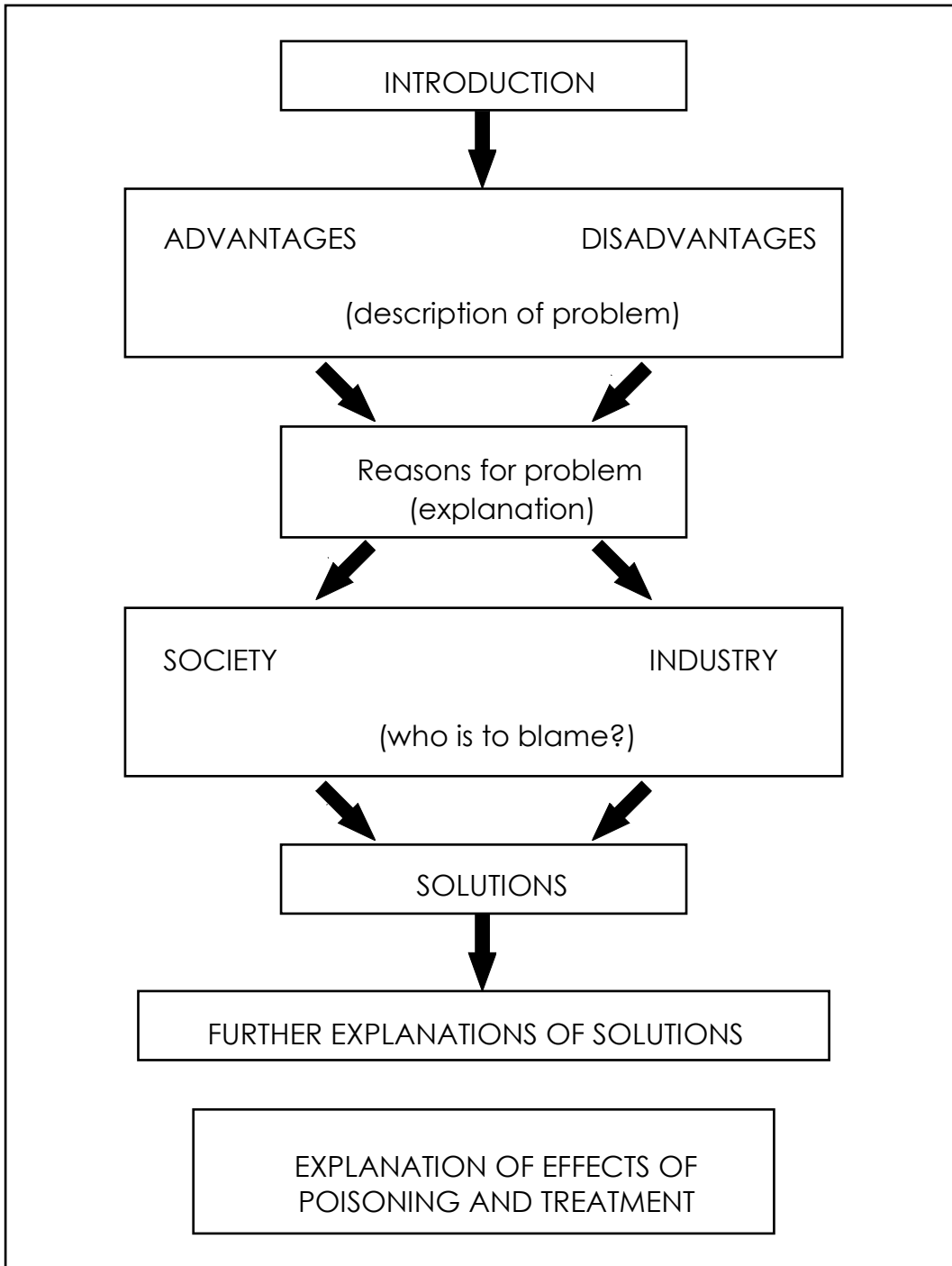
ACTIVITY 1

In this activity you'll see how the content, or information, of the article is related to its structure. Answer these questions in your notebook.

1. The introductory paragraph tells the reader about a contradiction (what seems like two opposites). What is it?
2. Paragraph 2 builds on Paragraph 1 by mentioning an advantage and a disadvantage of paraffin. What are they?
3.
 - a. Which paragraphs explain why paraffin is a common cause of poisoning?
 - b. What reasons does the writer give to explain why paraffin is dangerous?
4. How does the writer blame both society and industry for the problem? Make two lists, like this:

Society	Industry
1.	1.
2.	
3.	

5. Make a list of solutions which the writer suggests. Group your list into categories, as you did in Question 4.
6.
 - a. Which paragraphs explain how paraffin poisons the body, and how to deal with it?
 - b. What warnings about treating a child who has swallowed paraffin does the writer give?
7.
 - a. How many solutions does the writer mention in the last paragraph?
 - b. Why do you think the writer ends with possible solutions?
8. Look again at the title of the article. Think back to the first question and try to explain how the writer uses the title to make a statement.
9. Look at the headings in the flowchart on the next page and match them with the paragraphs of the article. Bracket the paragraphs in your notebook and write the heading alongside in pencil.
10. Study the structure of this text. Do you think you could improve on it? How?



COMMENT

Informative texts, like the one on paraffin, often follow a structure similar to the one you have identified. You might find it useful to refer back to this activity when you next write an informative essay. You can use the flowchart to help you to organise your ideas. It is also common in informative texts to find many statements of fact.

Identifying and writing statements of fact

Statements of fact don't leave much room for argument or uncertainty. You don't find phrases like 'it seems' or 'there may be' if the writer is sure of his or her facts. You will find that these statements are usually in the present tense to give the feeling that the facts are true now, at the present moment.

ACTIVITY 2

Underline in pencil three statements in the article on pages 20 - 21 that describe paraffin and its effects. The statements should start with the word 'paraffin' and be followed by a verb in the present tense, for example, Paraffin is ...

ANSWERS ON PAGE 147

Words which tell us what to expect

If you look closely at the text on pages 20 - 21 once more you will see that the writer sometimes gives clues, or markers, that show readers where they can expect certain kinds of information. An example is the use of 'because' at the beginning of paragraph 4. You can see that it tells us to expect an explanation, or a reason, why something happens. In this case it is why paraffin is so popular.

ACTIVITY 3

In this activity you work out how some words lead us to expect certain information.

What do you think the following words and phrases tell the reader about the kind of information to expect? Write your answers in your notebook.

1. 'But others believe' (paragraph 6)
2. 'Numerous projects' (paragraph 14)
3. 'Unfortunately' (paragraph 24).

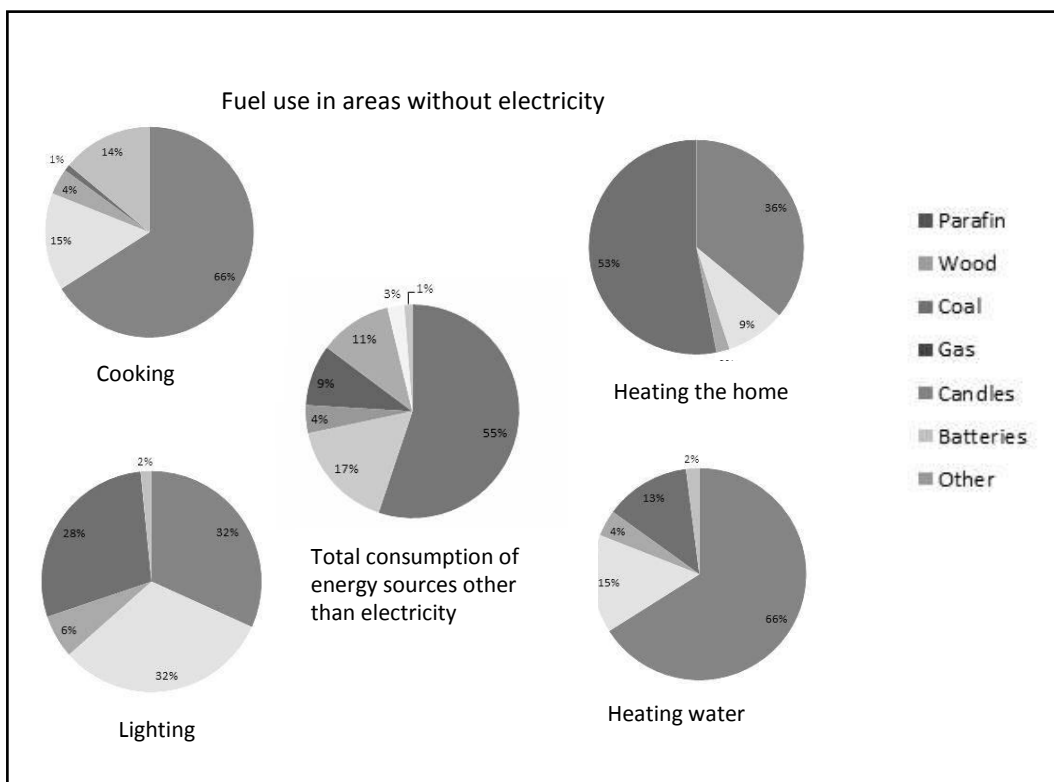
ANSWERS ON PAGE 147

ACTIVITY 4

In this activity you can use information from pie charts and your own knowledge to write statements of fact.

1. Look at the pie charts below. The key alongside tells you what each shaded section represents.
2. Now answer the following questions in your notebook:
 - a. What is paraffin most commonly used for?
 - b. Besides paraffin, what is the most common form of fuel in the home? What kind of effect do you think the use of this form of fuel has on the environment?
 - c. How do most people who live in homes without electricity light their homes? What are the dangers of using this form of fuel?

ANSWERS ON PAGE 147



The use of labels

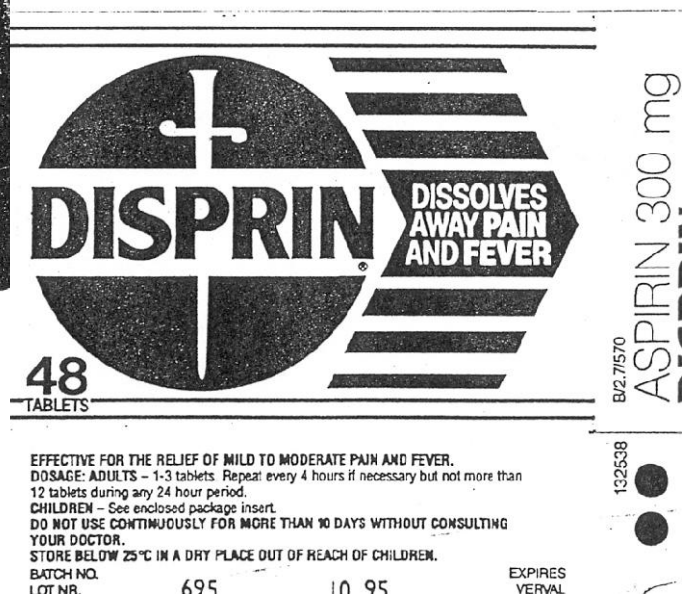
The article you have read in this lesson wouldn't be available to everyone and even if it appeared in every home, many people wouldn't read it. Some people might ignore it because they are not good readers, or not able to read at all. Others might be too lazy, or too busy. Therefore different ways of warning people about dangerous products have to be used. One way is to print clear labels so that people can see immediately that they have to be careful with a product.

ACTIVITY 5

In this activity you'll analyse how information is displayed on the labels of two boxes. One is from a box of Fumitabs, tablets which are burnt to give off a poisonous gas to kill insects in the home. The other is for Disprin, which are pills for headache and fever. You don't need to write answers, but you can discuss your ideas with your study group.

1. Look at the labels and decide which provides the clearest information on the following:
 - | name of product
 - | what the product is meant to do
 - | warnings.
2. What does the print-size tell you about the priorities, or most important things, for the manufacturer (maker of the product)?
3. Are full sentences used? Why? or why not?

ANSWERS ON PAGE 147



COMMENT

A close look at a product can reveal a lot about the concerns and priorities of the manufacturer. It is useful to learn to analyse critically the information manufacturers provide on packaging, and to identify where there are gaps. Manufacturers are legally obliged to provide certain kinds of information.

If you are concerned about the safety or health implications of the use of a product, you can contact the South African Coordinating Consumer Council at the following addresses:

Head Office:
PO Box 56658
Pretoria 0001

Branches:
PO Box 6590
Bloemfontein
9300

PO Box 881
Bellville
7535

PO Box 3096
Durban
4000

ACTIVITY 6

You have now read about paraffin in some detail and looked at how information can be organised on labels. In this task you'll design a good, clear label for a paraffin container.

1. Skim the article on paraffin again, and decide what the most important thing is for a user to know.
2. Design a label for a paraffin bottle.
3. Show your label to a friend or a learning partner. Discuss whether they think the label is clear enough and has enough information on it.

ANSWERS ON PAGE 148

CHECKLIST

Are you able to:

- r identify the structure of an informative text
- r identify and write statements of fact in the present tense
- r identify words that prepare the reader for the kind of information that is likely to follow
- r give a critical analysis of how the information on labels is displayed
- r design your own label, using the information you gained in the lesson.

Identifying the audience

Often, information about the same thing is presented in different ways for different audiences. In the first activity you are going to match what is said to an audience.

ACTIVITY 1

Imagine you are eavesdropping (secretly listening in) at a doctor's surgery. The doctor has just seen two young patients brought in by their parents. The doctor speaks about each child's illness to the parent, the child and another doctor. The words the doctor used when he spoke to each person are on page 31.



1. Read the doctor's remarks below and in each example identify which illness the doctor is talking about and the person to whom the doctor is talking.
2. Fill in the table by writing the correct number next to the doctor's remarks in the appropriate column. One example has been done for you.

What was said	Measles	Asthma
to the doctor	1	
to the parent		
to the child		

ANSWERS ON PAGE 148

Doctor's remarks

1. A case of morbilli. There's a possibility of complications, so I'm prescribing antibiotics to suppress what could be a secondary bacterial infection.
2. Those spots will go away soon. But in the meantime, you must stay in bed and take the medicine Mommy gives you. Your eyes look red, so I'm going to ask her to draw the curtains because it's better for you to be in a darkened room until you feel better.
3. It's a horrible feeling, not being able to breathe properly. If you feel it happening again, go to Mommy or Daddy, or any grown-up who knows about it, so they can help you with the inhaler. I'll show you now how it works. Try not to get too excited or upset because that might make it hard for you to breathe again.
4. There's been a temporary closure of the smaller airways. There seems to be increased production of mucus in the bronchi. I'm recommending an inhaler for future attacks.
5. She has a bad case of measles. It has to run its course. The rash should disappear in a few days, but don't send her back to school for two weeks. I am giving her these pills to take for the next five days, because I'm worried that it will lead to bronchitis. She already has a cough. She should have been inoculated at nine months!
6. She has asthma. It's quite common in children and young adults. She'll feel tightness around the throat and she'll start wheezing and breathing with difficulty and coughing. Does anyone else in the family have it? It's often hereditary. Otherwise she might be allergic to something in the environment. Try to find out what's affecting her if she gets it again. And don't smoke near her!

COMMENT

You'll notice that in each case the doctor has tried to use language which is appropriate (suitable) for the person she is talking to. For example, she uses technical terms to another doctor who will understand them, but talks more about what the illness feels like to a child.

In each case the doctor's aim was to give information and to help save lives. When he spoke to the parent he had the extra aim of wanting to give advice on what to do to make the child more comfortable, or to point out to the parent that the child should have been vaccinated before. When he spoke to the child he wanted to reassure the child and explain what to do if the child was uncomfortable.

Doctors don't always use appropriate language to explain an illness or its treatment. Have you ever been left feeling confused and anxious after a visit to the doctor? Remember it's your right to understand what the doctor is saying. Try to be assertive but polite, by asking the doctor to explain more carefully.

Other ways of communicating information posters and pamphlets

It's not always possible for experts to speak directly to people about problems, as the doctor did in Activity 1. More often, information has to be communicated in other ways. You saw in the last lesson how labels are used to tell people what to do with potentially dangerous products. You also saw how magazine articles, like the one on paraffin, can inform and warn people.

However, there are times when it's important to tell as many people as possible about something. It might be an event, like an election. It might be a health hazard, like a substance to be avoided, or a disease that can be prevented with the right information.

A common way of spreading information is through the mass media— the radio, television and newspapers. Another way is through posters and pamphlets. These forms of communication are used most often when there is specific information that should be communicated to the public.

In the next activity you'll compare three posters to identify their audience, their purpose and how they communicate information.

ACTIVITY 2

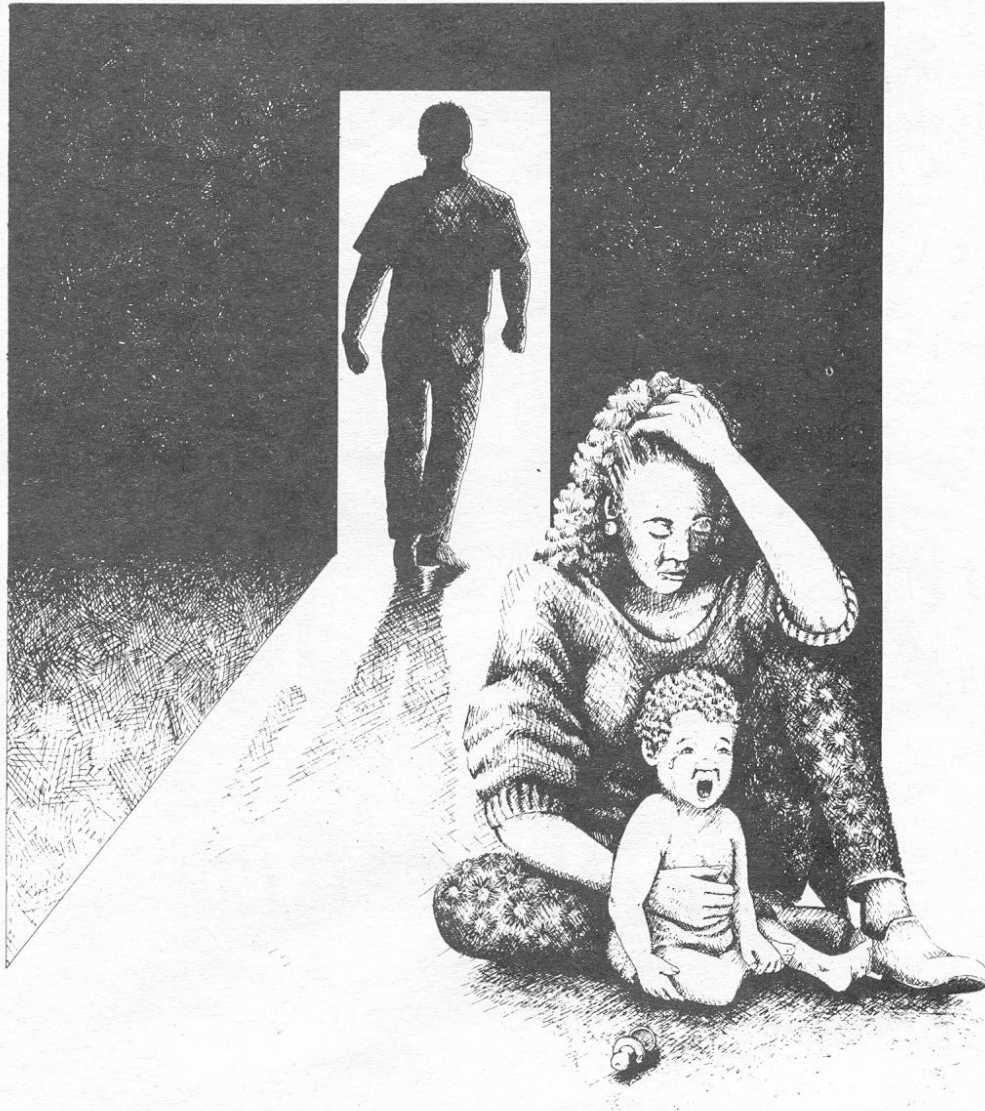
On pages 34 - 36 are three posters. Look at them and discuss the questions that follow with a fellow learner. You don't need to write the answers down, just work out your own ideas.

1. Look at Poster 1 on page 34:
 - | What catches your eye first?
 - | Why are the words at the top of the poster written in different sizes?
 - | Why do you think the woman and her baby are crying?
 - | Why is the man walking out the door? What do you think the words 'a real man' refers to?
 - | Who is the poster aimed at? Where do you think you would see it?
 - | Do you think this poster achieves its aims?

2. Poster 2 on page 35 shows a photograph of people.
 - | Who are these people?
 - | Why are they brought together in the photograph?
 - | Imagine what the poster would be like without the photograph— would it catch your attention? Why do you say so?
 - | Who is this poster aimed at?
 - | What knowledge does it assume these people already have?
 - | Compare the heading of this poster with the heading of Poster 1. This heading takes the form of a question; the heading in Poster 1 takes the form of a command. Which heading do you think is more effective? Why do you say so?
 - | The advice to use a condom in this poster is also a command. Compare it with the command in the first poster. Did you respond in the same way to the two commands?
 - | Why do you think that your response may have been different in each case?

3. Look at Poster 3 on page 36.
 - | Where do you think you might see this poster?
 - | What do you think the aim of this poster is?
 - | How does it use headings, information and pictures to achieve its aim?
 - | Do you think it is successful? Why do you say so?
 - | Using your own knowledge and experience and the information that this poster gives, try to design a poster that communicates its aim more effectively. Draw a rough sketch of your ideas.

DON'T MAKE A BABY IF YOU CAN'T BE A FATHER



A real man is careful
A real man takes care of those he loves
A real man takes responsibility for contraception.



ISSUED BY THE PLANNED PARENTHOOD ASSOCIATION OF SOUTH AFRICA
IN ORDER TO PROMOTE RESPONSIBLE PARENTHOOD

CAN YOU TELL WHO HAS AIDS?



THE ANSWER IS NO!

The virus can be present in your blood for many years without you knowing it. You still look and feel healthy, but can pass on the virus to your sex partner.

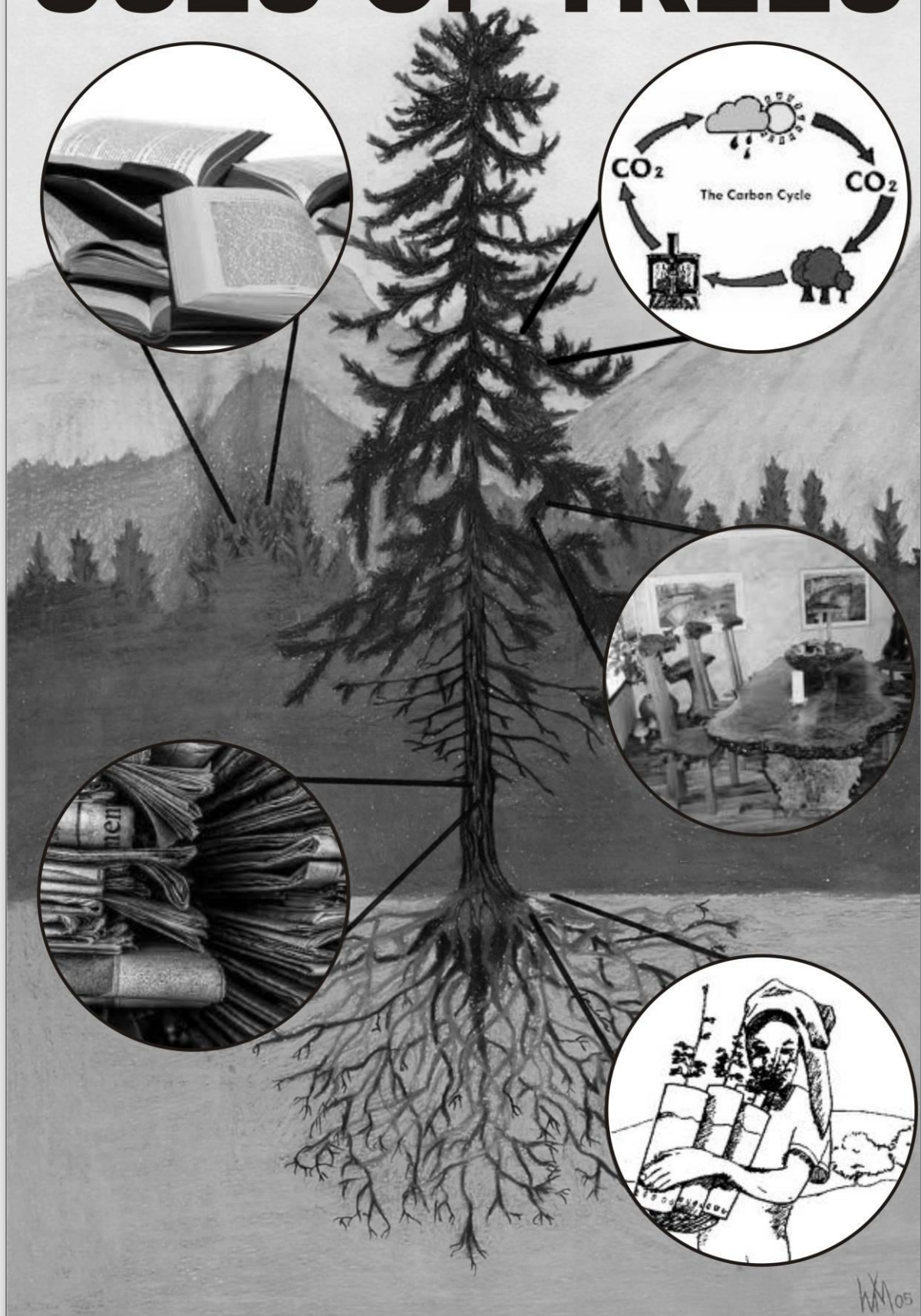
Protect Yourself - Use a Condom!



Issued by the Planned Parenthood Association of South Africa to promote AIDS Prevention

For more information phone 011 523 1400

USES OF TREES



COMMENT

Posters use different techniques to attract your attention. The heading is very important. A question or a command immediately demands your attention. The size and style of the letters and where they are on the poster are also important ways in which posters can attract the reader's attention and communicate information.

Illustrations or photographs are also very important. In Poster 1, the drawing tells a story about what can happen when a child is not planned. In Poster 2, the photograph depicts respectable, healthy-looking, ordinary people with whom we can identify. Yet the poster suggests that one of them has AIDS. The point is, that you can't tell. In Poster 3, there are several pictures. Each picture shows a different way in which trees contribute to our lives.

An important feature of posters is that they should not try to communicate too much information at once. Too many pictures and words will result in the reader losing interest, and will defeat the aim of the poster. Perhaps you thought that the third poster had too many pictures?

Something we have not been able to discuss here is the use of colour in posters to attract attention and to make them attractive. Poor use of colour in the pictures and in the headings can spoil a poster.

Looking at pamphlets

The difference between pamphlets and posters is that pamphlets usually give more information than posters do. However, their aim is still to communicate information and advice as briefly and concisely as possible, for people who have not got the time to go and find out for themselves.

Sometimes pamphlets are dropped off at people's homes, and sometimes they are left in public places, like clinics, doctors' waiting rooms, and shops.

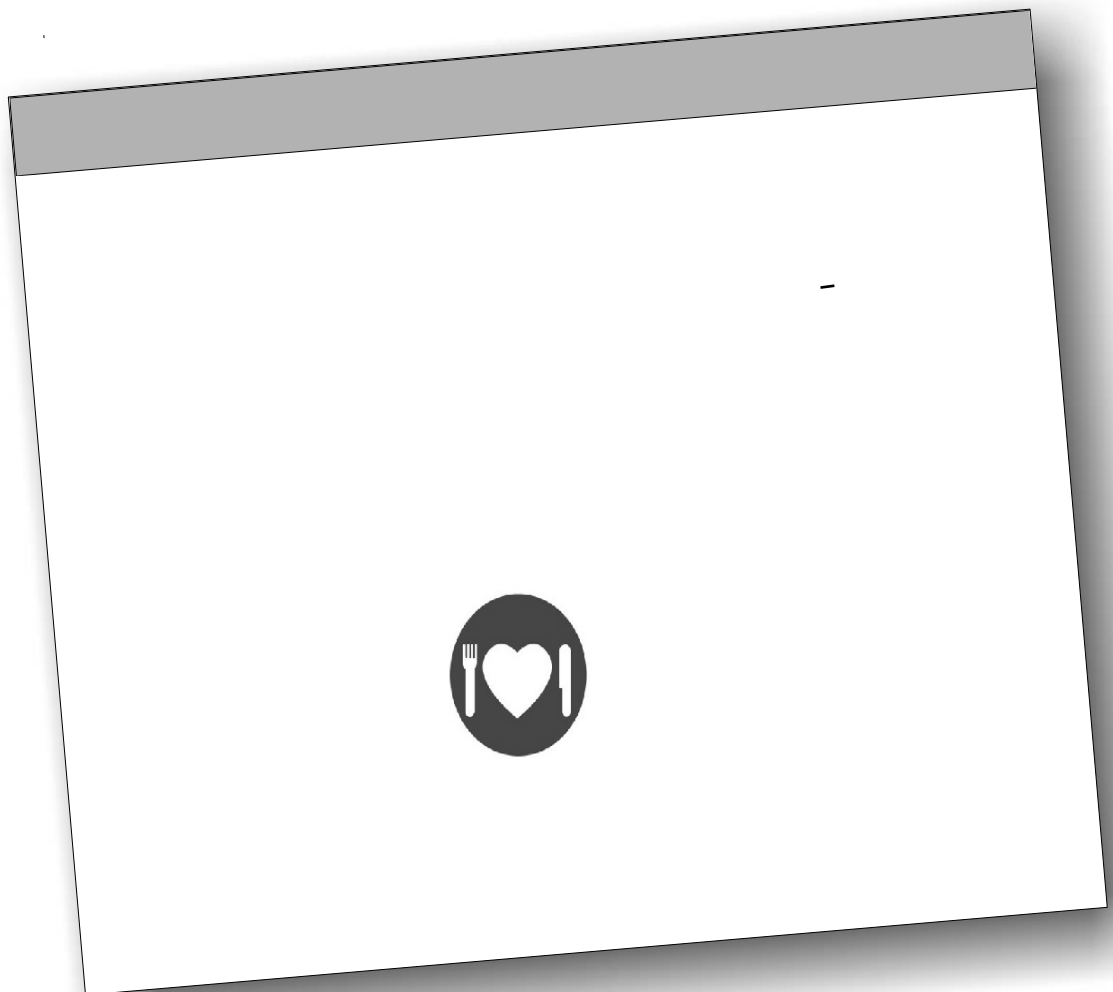
The pamphlet you will look at is part of a series on health issues, and it can be found in certain supermarkets. Some of the information is rather detailed, but the pamphlet is designed in such a way that readers can quickly see what the main points are.

ACTIVITY 3

In this activity you will look at how the language and structure of a pamphlet enables it to achieve its aim.

1. First look at the pamphlet as a whole to understand its structure.
 - a. What draws the reader's attention to the headings?
 - b. What draws the reader's attention to the lists that come under many of the headings?
 - c. What is the relationship between most of the headings and the information in the lists under the headings?

2. Now look at the introductory paragraph of the pamphlet, printed in bold.
 - a. There are no personal pronouns like 'I', 'me', 'we', 'you'. Why do you think they are missing?
 - b. Why does the writer use the verb 'can' in the last sentence of the first paragraph? Why doesn't the writer simply leave out the word 'can'?



3. Now look at the list under the heading **So, what factors contribute to heart disease?**
 - a. Why are the items in the list just short phrases or single words? Why doesn't the writer use full sentences in this list?
 - b. Why does this list of factors contributing to heart disease go at the beginning of the pamphlet and not at the end?
4. Look at the remaining headings. They give advice, using commands like 'eat less', 'be careful', 'plan', 'ensure', and so on.
 - a. In the list under the heading **Eat less fat in your diet** are there any sentences which are NOT commands?
 - b. Look at the lists under the headings **Be especially careful of saturated fats** and **Increase your daily intake of fibre** and find two examples where the writer has NOT used a command.
 - c. Rewrite one of the statements you have identified so that it is a command.
5. Find **The Heart Mark** referred to in the pamphlet.
 - a. Describe the **Heart Mark** . (One way to test your description is to read it aloud to another learner or friend and ask them to draw what you are describing. Then compare the drawing with the **Heart Mark** in the pamphlet.)
 - b. Why do you think the picture you've just described was chosen to identify food approved by the Heart Foundation's eating plan.

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Rewriting information for different audiences

By now you probably have a good understanding of how the way in which a message is communicated is often as important as the message itself. The words, style, tone and form of communication (written, spoken or visual) should be appropriate for the audience. It should be easy to understand and attract their attention.

Your last activity will be to rewrite some information on the disease AIDS. The information appears listed in a pamphlet published by the Department of National Health. You will need to imagine that you are communicating the information to adults and high school pupils.

ACTIVITY 4

Read the pamphlet and answer the questions that follow:

Symptoms and early signs of AIDS	You cannot get AIDS from	You can get AIDS from
<ul style="list-style-type: none"> n babies with AIDS don't gain weight n persistently swollen glands especially in the neck, armpit and groin n prolonged fever n persistent diarrhoea n loss of more than 10 percent of normal body weight n night sweats n change in mental behaviour such as forgetfulness, confusion or other signs of mental illness n thrush in the mouth <p style="font-size: small; margin-top: 10px;">NOTE: These signs and symptoms are not only found in AIDS and can also be caused by other conditions.</p>	<ul style="list-style-type: none"> n a toilet seat n mosquitoes, moths or bedbugs n doorknobs or rails n sharing cups, mugs, forks and spoons n swimming pools n working alongside or being close to someone with AIDS n blood donations n tears, saliva n open or French kisses n second-hand clothes <p style="text-align: center; margin-top: 10px;">Nobody has ever got AIDS from kissing</p>	<ul style="list-style-type: none"> n having unprotected sex with an infected person n sharing a needle for intravenous drug use (i.e. injecting yourself with drugs)
		Department of National Health: Pretoria

1. Imagine you are preparing a lecture to give to adults. Write a clear, objective explanation of how AIDS can be caused and detected (recognised from symptoms). Use full sentences.
2. Imagine that you are giving advice to high school learners. Write a list of two or three recommendations on how to prevent AIDS.



Ask a fellow learner or a friend to listen to the two texts you have written and tell you whether they are clear and easy to follow.

Make any necessary changes, re-write the texts, and give them to your tutor for assessment. Label each text carefully.

CHECKLIST

Are you able to:

- r identify the audiences at whom different posters and pamphlets are aimed.
- r identify how pamphlets achieve specific aims through language and structure.
- r identify the techniques used in posters to achieve specific aims.
- r rewrite appropriate texts to communicate the same information for different purposes and for different audiences.

Getting to know a newspaper

You may have read a newspaper often, but are you really familiar with it? Can you find the information you want quickly? Newspapers are organised into sections. This is to make it convenient for readers, who may only want to read about certain things. Not everyone reads the sports pages or the business news, for instance.

The purpose of the following activity is to help you to recognise the layout and the different kinds of reports found in newspapers. You will find that newspapers all follow conventions, or set ways, of doing things.



ACTIVITY 1

Look through your newspaper. As you page through it, try to answer the following questions. You don't have to write down the answers.

1. What is the main headline on page 1? Where is it on the page? How big is the print compared to the rest of the paper?
2. On which pages can you find sports news; international news; leader articles (or editorial) and political commentary; classified advertisements; business news; information about films and plays; weather information?

ANSWERS ON PAGE 149

COMMENT

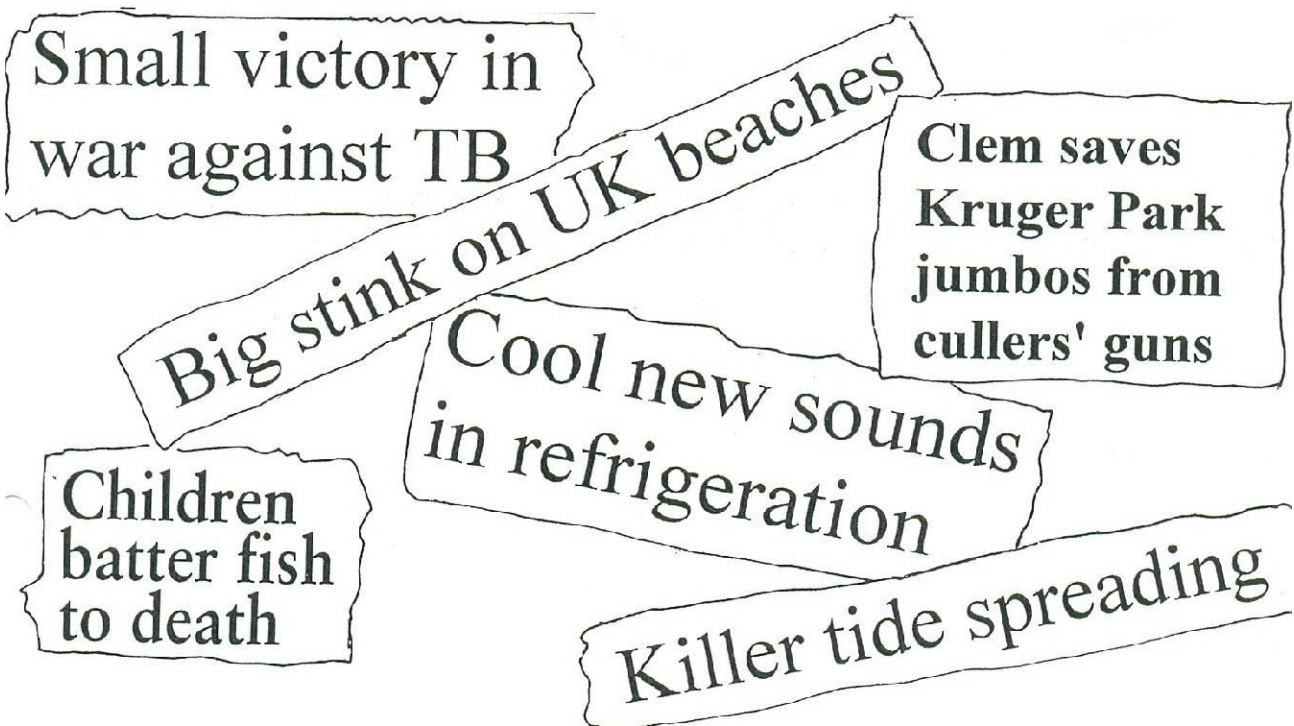
As you can see, newspapers print many different kinds of articles, and many advertisements too. However, this lesson focus on how journalists present information in news reports.

Headlines

You'll start by looking at headlines. The purpose of headlines is to catch the reader's attention. As a result, headlines are often very dramatic or startling.

ACTIVITY 2

Examine the headlines to see how they give information, and what sort of information. Answer the questions that follow.



1. Find all the verbs in the headlines. What tense are they written in? Do they tell you when the events referred to actually happened?
2. Are the headlines complete sentences? If not, what is missing? To answer this, rewrite the sentences grammatically, in complete sentences. What kinds of words did you add or change?
3. Many headlines use violent images. Make a list of words that suggest violence.
4. Some headlines play on words, rather like jokes. Identify and explain one of the headlines that does this.
5. Make a list of words that have been shortened or abbreviated.

ANSWERS ON PAGE 150

Introductory paragraphs

Now look at your own newspaper again. Find two or three articles that interest you on the first and second pages. Look at the introductory paragraphs only. You'll probably discover that they all contain four basic items of information. The information is:

- | what happened
- | who was involved
- | where it happened
- | when it happened.

This information is usually in the first paragraph, or introduction, of a news report, so that readers can see at a glance what the main details of the article are. Then, if they are interested, they can read further.

ACTIVITY 3

In this activity you are going to analyse some introductory or first paragraphs.

1. Look at the first paragraphs below.
2. Identify what happened, who was involved, where it happened and when. Make a table to summarise this information.
3. Annotate, or make notes about the paragraphs in your notebooks.

ANSWERS ON PAGE 151

Children batter fish to death

SCORES of fish in a near-empty Strand municipal dam have been caught or beaten to death by children, a resident complained yesterday.

The woman said that over the past few weeks children had been going to the dam, which is close to Strand High School, and catching the fish by hand or beating them to death with sticks.

The children took some of the fish home, but left many others on the banks.

She said that when her two sons approached the children, they said 'they had their parents' permission' to kill the fish.

The small number of surviving fish, she said, had so little water to swim in that their dorsal fins protruded above the surface.

'Those fish don't stand a chance. The children beat them to death and just leave them there. It is a joke for them,' the woman said.

Big stink on UK beaches

April 2011

LONDON - Less than 10% of British beaches were guaranteed to be free of sewage pollution and safe for swimming, a guide published this week revealed.

Nearly 20% of the country's beaches, including leading resorts such as Blackpool and Brighton, were so heavily contaminated that they failed even minimum water quality standards.

The beach at Blackpool, visited by around six million people a year was described as 'badly polluted' and 'highly unsuitable for bathing'.

Only 71 of the 928 beaches listed in the Readers' Digest Good Beach Guide were said to meet the high standards for water quality set by the Marine Conservation Society.

About 160 beaches failed to meet the minimum quality standard set by the European Community which is 20 times less strict than the guide.

Water supply projects for Natal/Kwazulu

April 2011

DURBAN - Two water supply schemes are to be constructed near Kranskop and Ulundi in KwaZulu Natal costing more than R280 million, the Department of Water Affairs and Forestry said.

The Middeldrift transfer scheme in the Tugela River, about 18 km from Kranskop, will augment water supply to the Richard's Bay Empangeni industrial area.

The second scheme will stabilise supply to Ulundi with a dam on the White Mfolozi River

Cape Times, April 25, 2011

Quotations in reports

You'll now read some news reports in greater detail to examine another technique commonly used by reporters – the use of quotes. The report is about an environmental disaster which occurred along the West Coast of South Africa in March 1994. A poisonous sea-tide killed fish over a wide area.

The first report on the disaster appeared on the front page of the Cape Times of 17 March 1994. It was followed by this report the next day:

Killer tide may be spreading

Fish factory shuts down

THE West Coast marine disaster deepened yesterday as tons more kreef walked out of the oxygen-depleted sea at St Helena Bay, while it was feared that the killer red tide may be spreading further north and south along the coast.

A fish canning factory at St Helena has closed down because of the potential health hazard from the red tide, while local fishermen who make a living from fishing haarders say their livelihood lies rotting on the beaches.

Sea temperatures are between 18° and 19° C and scientists say with the seawater now black from hydrogen sulphide gases from decaying marine organisms, temperatures could rise as high as the 20s.

CPA Nature Conservation inspector Mr Henrik Visser said yesterday his staff had spent all day picking up live crayfish on the beaches.

We must have collected about eight tons of live crayfish in the last three days. We put them in seawater tanks and release them further south at Jacobs Bay where there is no red tide.

'The fish are still washing up

dead at Varkvlei near St Helena; the haarders are knee-deep on the sand,' Mr Visser said.

A food technologist for Westpoint canning factory at St Helena said yesterday: 'We had 60 tons of pilchards on our boats on Monday. The boats off-load their catch by pumping it out with seawater. Because of the red tide we decided not to take any risks so we sold the catch for fish meal instead of canning it for human consumption. This is the first time we've ever had to close down.'

Mr Moses Constable, of Uranus Fishing Company in Velddrif, said hundreds of fishermen along the west coast depended on fishing for haarder from June to January when the fish factories were closed and they were unemployed.

'This is not a nice story up here. We West Coast people mos depend on the sea and now I don't know what will happen,' he said.

The Department of Sea Fisheries said in a statement yesterday that they had received unconfirmed reports that mussels were washing up north of Elands Bay and dead kingklip south of Cape Columbine.'

If these reports are confirmed, it may indicate a spreading of the mortality to the north and south. The statement said this was the most severe mortality of marine life 'for a considerable period of time' but was localised to about 30 km of coastline.

'The public are warned not to eat washed-up fish or shellfish in the affected area because such fish may be poisonous due to red tide or decay,' the statement said.

Velddrif's municipal health inspector Mr Christo Kotze said yesterday the sulphur gas which had enveloped Dwarskersbos and Velddrif for days, had largely dispersed because of a slight south-easterly breeze.

The tons of fish and crayfish lying dead on the West Coast are the result of a natural 'red tide' and not from pollution, the Department of Sea Fisheries said in a statement yesterday.

The red tide is caused by a series of events. First the summer south-easters cause cool nutrient-rich water to upwell to the surface along the West Coast. Because of all the nutrients, phytoplankton (microscopic plants) undergo a population explosion or bloom.

ACTIVITY 4

Scan the report to find the information you need to answer the questions. Write your answers in your notebook.

1. The first paragraph reports on the tide. Which paragraph tells you about the consequences for people?
2. The reporter quotes several people, a common technique in news reports.
 - a. What punctuation distinguishes (helps you to tell the difference) direct quotes from indirect quotes?
 - b. Which people or organisations are directly quoted?
 - c. Which people or organisations are indirectly quoted?
3. Write the name of a person or organisation whose quote is used to express:
 - a. authority, i.e. the voice of an expert
 - b. human interest, i.e. how ordinary people are affected
 - c. a warning to the public.

ANSWERS ON PAGE 151

Organising information into a news report

You should now have an idea of the structure of a news report. Your next task will be to sort out the jumbled up information below and turn it into a news report .

ACTIVITY 5

Imagine you are a news reporter. You attended a news conference to discuss an electrification project which aims to provide electricity and improve the environment for a large number of people. You very hastily took down some disorganised notes (which appear on the next page). Rewrite them as a conventional news report. Use the checklist below to help you write the report.

Checklist for writing your report:

- | your first paragraph should tell readers what, when and where things happened, and who was involved
- | write a further two paragraphs with the remaining information
- | include a direct quote and an indirect quote
- | finally, make up a good headline for your article.

ANSWERS ON PAGE 152

NOTES

plan to start electrifying every house in the area; yesterday; crisis in the townships; electrification is the key to peace; implemented soon; East Rand townships; committed to improving quality of life; announced at a meeting of the Executive Council; Johannesburg; according to member of the Council; a spokesperson from ESKOM said begin in one month's time.

Leader articles - commenting on news reports

The report on the black tide was commented on in another article in the Cape Times . Articles which comment on news events are called leader articles or editorials. They are usually written by the editor of a newspaper. The function of these articles is not to give you all the facts. The editor assumes that you have already read the facts. Leader articles:

- | express opinions
- | raise questions
- | suggest a course of action.

ACTIVITY 6

In this activity you'll read the leader article that commented on the black tide to see what kinds of things the editor said.

Read the leader article on the next page. Pick out:

1. an opinion
2. a question
3. and see if a course of action is suggested.

Measure the black tide's toll

It may be premature to declare a section of the West Coast a disaster area, but the so-called 'black tide' phenomenon requires an investigation to determine just what percentage of the fishing resource has been wiped out. Both local residents and scientists confirm this is the first time that such a plague has struck the South African coast, though it has occurred off Peru and Namibia.

The effect on the shoreline is dramatic. Through a depletion of oxygen in the sea the water has turned black. The beaches are strewn with dead fish of all kinds and sizes. Sulphurous gases create a pervading stench and swiftly corrode metal. And while the sea will in time regain its natural appearance and nauseous conditions will dissipate, scientists estimate it could take at least a year for the marine populations to recover.

If that is the case, what restrictions, if any, should be placed on the activities, of fishermen and others whose livelihoods depend on the sea? Should they not be compensated in consequence? Even if there is no official restraint, families and even communities might be rendered destitute through their



inability to harvest anything from the sea in their area.

So far the black tide has affected the coast between St Helena and Dwarskerbos, including the important fishing port of Laaipelek. Fortunately the ecologically most vulnerable area of all, the Langebaan lagoon, is still unscathed. Were the phenomenon to spread southwards into the Marine National Park, it would constitute an environmental catastrophe. Yet there seems no way of preventing the same set of conditions from occurring in the lagoon, or anywhere else for that matter.

CHECKLIST

Are you able to:

- r describe the layout and design of a newspaper
- r quickly find the information you need in a newspaper
- r describe and explain the following techniques of newspaper reporting: headlines, introductory paragraphs, the use of quotes and leader articles
- r put these techniques into practice by writing a short news report of your own.

LESSON 6

Activity 8

Compare your ideas with these:

Resolving conflicts overland

Introduction A makes a general statement and raises the main issue - water and health. Then it gives a dramatic fact, that 12 million people do not have access to water, and then it outlines what will be discussed.

Introduction B mentions one of the solutions, and this is not right for an introduction; it should rather be part of the conclusion.

Introduction C is a good second choice. It states the problem, asks some questions to raise our interest, and then indicates what the essay is about.

About this lesson

Introduction D is off the subject. It's too general and doesn't start with the topic of the essay. It doesn't tell us what will be covered in the essay. In South Africa many people were forced off their land during the years of apartheid. Inevitably those who were displaced are able to claim their rights to land. However, the problem, but does not introduce the difficult situations where different groups have a conflict of interests. Land claims can be tricky to sort out.

Activity 9

In this lesson you can read how some people have resolved (sort out) conflict and found solutions to problems.

Compare your answer with the following:

In this lesson you will

Conclusion A is more formal than Conclusion B which is appropriate for an informative essay.

use context to work out meaning

Conclusion A summarises what has been covered. It links to the essay topic and it highlights the most important solutions.

Conclusion B also summarises two major solutions, but it is more expressive and emotional. Conclusion B may be more appropriate for a public speech than for an informative essay.

Conclusion B also summarises two major solutions, but it is more expressive and emotional. Conclusion B may be more appropriate for a public speech than for an informative essay.

